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ABSTRACT

This teacher's guide is designed to encourage home economics teachers to plan and implement units of study that will facilitate student competency development in home economics content areas as well as in basic skills. It is intended to assist teachers in the effective use of "Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematis," training materials developed in Florida. The guide takes teachers step-by-step through the components of the modules, and explains in a question-and-answer format what each component is intended to convey to students and how to use it to prepare units for classroom teaching. The components are the following: contents, glossary, matrices for selected courses, competency grid for selected courses, standards and skills, concepts and subconcepts, competencies, terminal-performance objectives, learning activities, instructional aides, pretests and posttests, instructional resources, and selected references. The final part of the teacher's guide presents a step-by-step method for developing additional basic skills modules beyond those contained in the original publication. Topics covered are the following: child development, family living, textiles and clothing, foods and nutrition, housing and home furnishings, and family economics. (KC)

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TEACHER'S GUIDE FOR HOME ECONOMICS CURRICULUM COMPETENCY BASED MODULES FOR INTEGRATING BASIC SKILLS IN READING, WRITING, AND MATHEMATICS

(Final Product of Project # 2-1E31)

CE 034 301

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June 1982

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TEACHER'S GUIDE FOR HOME ECONOMICS CURRICULUM

COMPETENCY BASED MODULES FOR INTEGRATING

BASIC SKILLS IN READING, WRITING, AND MATHEMATICS

Table of Contents

	Page
FOREWORD.	iii
INTRODUCTION.	v
PROCESS AND PARTICIPANTS.	vii
SUGGESTIONS FOR THE USE OF EACH COMPONENT	1
Table of Contents.	3
Forword, Introduction, Acknowledgements.	5
Glossary of Terms.	7
Matrices for Selected Courses.	9
Competency Grid for Selected Courses	11
Standards and Skills	13
Concepts and Subconcepts	15
Competencies	17
Terminal Performance Objectives.	19
Learning Activities.	21
Instructional Aids	23
Pretests and Post-tests.	25
Instructional Resources.	27
Selected References.	29
STEPS IN DEVELOPING ADDITIONAL BASIC SKILLS MODULES . . .	31

FOREWORD

This publication is the final product resulting from a Florida Department of Education funded project # 2-1E31. This was funded by the Department of Education, Division of Vocational Education under Sub Part 5 of the Vocational Education Amendments of 1976.. The project is entitled: The Dissemination and Field Testing of Competency Based Modules to Prepare Academically Disadvantaged Youth and Adults in Reading, Writing and Computation Skills in Home Economics Curricula. The project was directed by Dr. Myrna P. Crabtree and Coordinated by Mrs. Carolyn T. Maltby. The project was carried out at Florida International University through the Home Economics Education program. The objectives of this project were:

1. To disseminate recently developed Competency Based Modules developed through a Department of Education granted project # 0-1E12 and diffuse ideas concerning their integration in Home Economics Curricula.

2. To field test the Competency Based Modules with selected groups of teachers who are working with academically disadvantaged students and incorporate their suggestions in the use of these Modules in a handbook for teachers, coordinators and supervisors of Home Economics programs for youth and adults.

3. To develop a handbook or guide with selected field test teachers, coordinators, and supervisors to facilitate the integration of these Modules in program courses in the Florida Home Economics Curriculum Framework.

Special gratitude is expressed to Ms. Allie Ferguson, State Home Economics Education Occupational Program Director, whose initiatives and commitment to the support of this project has made it possible to make this assistance available to schools throughout the State.

INTRODUCTION

The concept of integrating the basic skills needed in Reading, Writing, and Mathematics in subject or content areas is not a new one. However, implementation of this concept has been sporadic and has generally lacked a systematic approach. As a result, it has usually been difficult for teachers working in subject areas to verify student progress in the specific basic skills areas.

The importance of integrating the teaching of the skills of Reading, Writing, and Mathematics in subject matter courses is reiterated by numerous specialists in the basic skills areas. Piercey (1976) indicates that 80% of the time in which content is taught the processes of learning involves reading. She states that, "student success is enhanced when the subject matter teacher becomes as skillful with process as he or she is knowledgable about the subject matter." An interesting point is made by Piercey (1976) relating to expertise she believes Home Economics teachers need. "Under the general ruberic of Home Economics are the languages of mathematics, nutrition, psychology, art, business, even foreign languages." For this reason, she states,"Home Economics teachers must take extra precautions against allowing students to be overwhelmed by language problems."

Cheyney (1979) discusses the national assessment of Educational Progress research done in 1977, as it relates to persuasive and explanatory letter writing skills of young Americans. "The various conventions of letter writing give young Americans of all ages trouble. Only slightly more than half (55%) of the 13 year-olds and about one-fourth of the 9-year olds know the common format of a friendly letter. The conventions of business letter writing proved difficult as well among 17-year olds and young adults. Approximately 1 respondent in 10 (8% of age 17 and 13% at adult level) could successfully format a letter of application for a job."

The development of literacy in Reading, Writing and Mathematics skills is a significant purpose for all teachers. Waelder makes a pertinent statement concerning the relevance of literacy to society. "Educators have always viewed literacy as functional. But literacy is a function of the degree of skill needed to master the complexities of a given era and society."

Home Economics teachers have an unusual number of opportunities to provide motivational learning experiences for youth and adults. The integration of learning activities in Reading, Writing and Mathematics can be creatively developed in a broad spectrum of courses in Home Economics curricula.

However, the use of a systematic process which includes pretesting and post-testing will assure students and teachers of progress being made and provide benchmarks of accomplishment. The Teacher's Guide for the Use of Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematics is designed to encourage Home Economics teachers to systematically plan and implement units or modules that will facilitate student competency development in Home Economics content areas. The Teacher's Guide is intended to assist teachers in the effective use of the publication, Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematics.

References

Cheyney, Arnold B. The Writing Corner. Goodyear Publishing Co., Inc. Santa Monica, Cal. 1979.

National Assessment of Educational Progress, "Explanatory and Persuasive Letter Writing." Writing report No 05-W-13, February 1977, p. 21.

National Assessment Publication can be obtained by writing to the National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Co. 80295.

Piercey, Dorothy. Reading Activities in Content Areas. Allyn and Bacon Inc., Boston, Mass. 1976.

Waelder, Patricia Kelly. Practice in Survival Reading Teacher's Guide. New Readers Press. Syracuse, N.Y. 1980.

PROCESS AND PARTICIPANTS

In the process of carrying out the dissemination and field testing of Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematics and in developing this Teacher's Guide it was important that a sampling of school districts be utilized throughout the State of Florida. Home Economics county supervisors and curriculum specialists were contacted in counties representing each of the five vocational education regions of the State. These people were informed of the purpose of the project and were requested to recommend teachers in their counties to participate as field test leaders who could also assist in compiling field test findings for use in the development of the Teacher's Guide.

Letters were mailed to the recommended teachers and their principals informing them of the project and the teachers' role in it as field test leader/participants. The teachers were then invited to attend two meetings at Florida International University.

At the first meeting, held on February 19, 1982, the field test leader/participants were given an overview of the project purpose and processes involved in the development of the Curriculum Guide: Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematics. Each was given a copy of the recently printed guide, and the process for field testing was presented. The field test leader/participants were asked to contact at least one other teacher in their school districts to assist with the field testing of the Curriculum Guide using the guidelines and field test response forms provided at the meeting. It was explained that the major product of their effort would be a Teacher's Guide which would assist users of the Curriculum Guide upon its dissemination. Each was asked to make a special effort to provide suggestions for this Teacher's Guide when reporting field test results.

The field test leader/participants were asked to collect and mail in the field test results by April 12, 1982. Those results were compiled and used to produce a draft format for the Teacher's Guide.

On May 7, 1982, the field test leader/participants met at Florida International University. The compiled field testing results and the draft format for the Teacher's Guide were utilized within small groups that worked together to write suggestions for each section of the Teacher's Guide. All suggestions were summarized and used to produce this Teacher's Guide.

Appreciation is expressed to the group of field test leader/ participants who devoted their time and attention to this project and provided suggestions reflecting their high degree of professionalism as Home Economics Educators.

Penelope Alexander	Jones High School	Orange County
Mary Bruce	W.J. Woodham High School	Escambia County
Ann Garcia-Monez	Glades Jr. High School	Dade County
Irene Holland	Robinson High School	Hillsborough County
Nancy Lockwood	West Orange High School	Orange County
Peggy Morrison	Lincoln High School	Leon County
Betty Percy	Palm Beach Gardens High School	Palm Beach County
Harline Roberts	Edward H. White High School	Duval County
Rosemary Stephens	Pensacola High School	Escambia County
Linda Whetstone	Washington High School	Escambia County
Cindy Williams	Evans High School	Orange County
Johnnie Williams	Miami Edison High School	Dade County
Tana Winans	Leto High School	Hillsborough County

We wish also to extend our gratitude to the 65 Home Economics teachers who have field tested the publication: Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematics. They provided many suggestions which were incorporated in the Teacher's Guide.

Dr. Myrna P. Crabtree
Director of Project
Professor and Program Leader
Home Economics Education
Florida International University

Carolyn T. Maltby
Coordinator of Project

SUGGESTIONS FOR THE USE OF EACH COMPONENT

OF THE HOME ECONOMICS CURRICULUM

COMPETENCY BASED MODULES IN

READING, WRITING AND MATHEMATICS

TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

Table of Contents

	Page
FOREWORD	v
INTRODUCTION	vii
ACKNOWLEDGMENTS	ix
GLOSSARY	x
MATRICES FOR SELECTED COURSES IN CONSUMER AND HOMEMAKING	xi
COMPETENCY GRID FOR SELECTED COURSES	xxvii
CHILD DEVELOPMENT	1
Reading	2
Writing	16
Mathematics	45
Answer Key	53
Instructional Resources	55
FAMILY LIVING	57
Reading	58
Writing	85
Mathematics	103
Answer Key	109
Instructional Resources	111
TEXTILES AND CLOTHING	113
Reading	114
Writing	136
Mathematics	138
Answer Key	155
Instructional Resources	157

Table of Contents (pp. iii)

This has been planned to be a road map for the teacher. Each selected course has modules specified in Reading, Writing and Mathematics. In addition, the Table of Contents indicates an Answer Key for each module Pre and Post-test and Instructional Aid responses. The location of Instructional Resources listed for each course is indicated in the Table of Contents. Using the Table of Contents will orient you to the background of this material and direct you to parts that will be especially important to you in planning to integrate this material in Home Economics courses.

Questions and Answers

Q. What parts are especially important for the teacher to note from the Table of Contents?

A. The Glossary of Terms used in the Curriculum Guide, the Matrices for Selected Courses, the Competency Grid for Selected Courses and the Appendix which includes the Minimum Student Performance Standards for Florida Schools.

INTRODUCTION

Home Economics Courses have always provided a realistic environment for the inclusion of learnings in the basic skills of reading, writing, and mathematics or computation. Teachers however, have not had available to them the types of instructional materials which are readily adaptable for use with academically disadvantaged students as well as others who need to apply their skills to daily life experiences.

This publication provides samples of competency based modules which may be utilized totally or in part in a variety of courses. The specific standards and skills for beginning grade levels were taken from the publication entitled: Minimum Student Performance Standards for Florida Schools, 1981 - 1985. The Department of Education, Division of Public Schools approved the inclusion of all the standards in the appendix of this publication.

As you begin to use this curriculum material, study the matrix for each course. It will provide an overview of coverage of concepts and sub-concepts, standards and skills for reading, writing and mathematics and the pages on which you can find these. The Glossary of Terms will also assist you in better understanding the meaning of words such as standards and skills in the context of this material.

Terminal performance objectives were written, integrating Home Economics course concepts and subconcepts with specific reading, writing, or mathematic skills.

Student directed individual and class learning activities are planned to meet the indicated competencies. You may wish to add or modify these according to the specific needs of an individual or class. Instructional aids are included to assist students in meeting objectives.

Foreword, Introduction and Acknowledgments (pp. v-x)

The material included in this section will assist you in understanding the purpose of Home Economics Curriculum Competency Based Modules in Reading, Writing and Mathematics, used to develop the modules. The Acknowledgments name those who were involved in writing, reviewing and verifying through field testing with students.

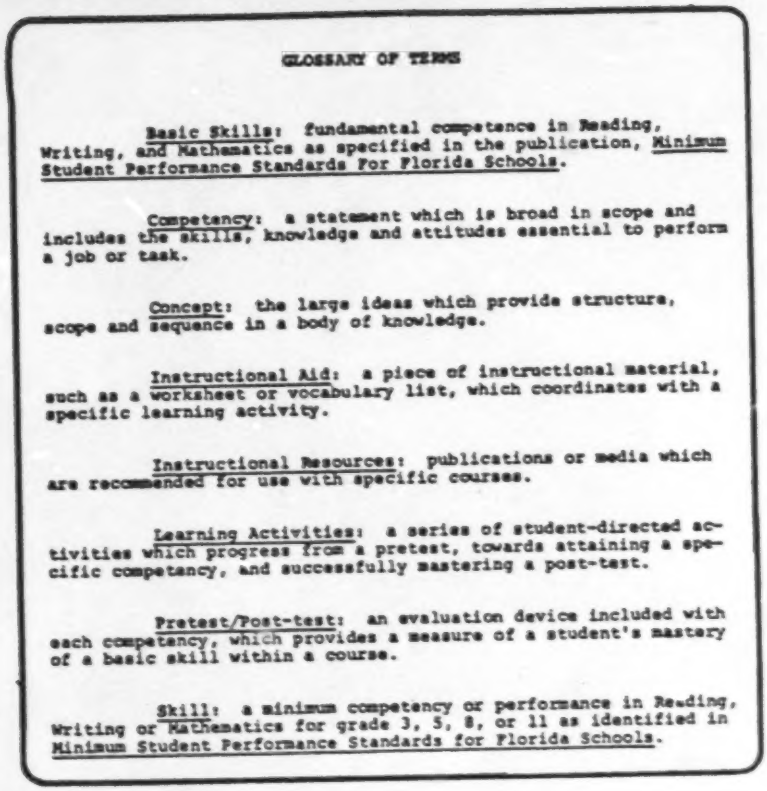
Questions and Answers

Q. How can I use the information in this section with other teachers, administrators, curriculum workers, guidance counselors and supervisors?

A. Information included can be used to show how Home Economics Programs can systematically contribute to the improvement of skills in Reading, Writing and Mathematics. It can be a tool for extending positive interpretation of your programs.

Q. How can Acknowledgements be helpful to me?

A. You can utilize the fact that teachers in the field have verified this material through use with their students. This may be especially important in encouraging other teachers to use the material and in stimulating administrators to provide staff development programs.



GLOSSARY OF TERMS

Basic Skills: fundamental competence in Reading, Writing, and Mathematics as specified in the publication, Minimum Student Performance Standards For Florida Schools.

Competency: a statement which is broad in scope and includes the skills, knowledge and attitudes essential to perform a job or task.

Concept: the large ideas which provide structure, scope and sequence in a body of knowledge.

Instructional Aid: a piece of instructional material, such as a worksheet or vocabulary list, which coordinates with a specific learning activity.

Instructional Resources: publications or media which are recommended for use with specific courses.

Learning Activities: a series of student-directed activities which progress from a pretest, towards attaining a specific competency, and successfully mastering a post-test.

Pretest/Post-test: an evaluation device included with each competency, which provides a measure of a student's mastery of a basic skill within a course.

Skill: a minimum competency or performance in Reading, Writing or Mathematics for grade 3, 5, 8, or 11 as identified in Minimum Student Performance Standards for Florida Schools.

Glossary of Terms (pp. xi)

This section provides definitions of specialized terminology used in the context of this Curriculum Guide. Reading the definitions before using the materials will assist in the clarification of language utilized in the modules.

Questions and Answers

Q. What are the sources of the terms used in the Glossary?

A. There are three major sources of terminology used: (1) the State Department of Education publication, Delivering Competency Based Vocational Education, (2) the New Curriculum Framework for Home Ecoromics in Florida and (3) the Minimum Student Performance Standards for Florida Schools. Most of these terms are in use nationwide.

Q. How do these terms relate to your local situation?

A. Although these terms are accepted statewide, and nationwide, you may be using other terms which are synonomous with these. For example: Learning Activities are similar to learning strategies or learning experiences.

MATRIX

COURSE: FAMILY LIVING

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
2.0 (continued) 2B. Pregnancy 2C. Social Diseases 2D. Drug Abuse and Alcohol 2E. Smoking	Writing	Standard E - The student will write letters and messages. Skill 41 - Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.	97
2F. Financial Problems	Mathematics	Standard R - The student will solve real-world problems involving fractions, decimals, and percents. Skill 121 - Solve real-world problems involving decimals or percents and one or two distinct operations.	121
3.0 Relationships 3A. Peer Groups 3B. Parents 3C. Siblings 3D. Significant Others 3E. Extended Families 3F. Communication Skills	Reading	Standard A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list. Skill 2 - Identify the meanings of frequently used words presented in context.	70
3.0 Relationships 3A. Peer Groups 3B. Parents 3C. Siblings 3D. Significant Others 3E. Extended Families	Reading	Standard D - The student will demonstrate inferential comprehension skills. Skill 20 - Identify the cause or effect implied in a paragraph.	73

Matrices for Selected Courses (pp. xii-xxvi)

This section includes a series of Matrices for each of the selected courses. Each Matrix indicates the course; Concepts and Subconcepts; the Reading, Writing, or Mathematics Standards and Skills; and the pages on which the instructional materials are located.

Questions and Answers

Q. How can the Matrices be helpful to me?

A. The Matrices are very important in the planning of the use of the modules in each selected course. You can see which Standards and Skills are developed for each Concept and where to locate them in this material. The Matrices show specific Standards and Skills that can be readily integrated into the selected course and appropriate Concept.

For example: One Subconcept in the course, Family Living is Financial Problems. The skill area for which materials were developed is Mathematics. On the Matrix a Mathematics Standard and Skill is indicated, such as STANDARD R - The student will solve real-world problems involving fractions, decimals, and percents; and SKILL 121 - Solve real-world problems involving decimals or percents and one or two distinct operations. Page 121 is indicated as the location of the module for this material.

Standard R and Skill 121 are taken from the publication, Minimum Student Performance Standards for Florida Schools which is in the Appendix of the Curriculum Guide. To facilitate cross-referencing, the selected Concept and Subconcepts are numbered and lettered as they appear in the publication, New Home Economics Curriculum Framework for Florida Schools.

You will especially note that all Concepts and Subconcepts were not used. However, others might be developed by you to teach Basic Skills, providing that Reading, Writing, and Mathematics can be systematically integrated and evaluated.

COMPETENCY GRID FOR SELECTED COURSES

COURSE	SKILL AREA	COMPETENCIES	PAGE
Family Economics	Reading	Identifies opinions in reading selections on housing.	275
		Identify specific information in a mortgage or lease for housing.	277
	Writing	Spells consumer words related to money management.	282
		Writes letters requesting information on money management.	286
		Write a paragraph describing the services of one bank.	291
		Uses a proper form when writing business letters concerning a consumer problem.	294
		Spell consumer words related to comparison shopping.	299
	Mathematics	Solve money management problems related to income and budget.	303
		Determine the amount of simple interest in financing selected transportation vehicles.	307
		Determine the rate of discount on transportation products.	310
		Determine the amount of sales tax for a variety of consumer goods.	314

Competency Grid for Selected Courses (xxvii-xxxiii)

This section lists all of the Competencies developed specifically for these materials in which the Basic Skills of Reading, Writing, and Mathematics are integrated into selected Consumer and Homemaking Courses. Each Grid indicates the course, skill areas, and page numbers on which the Competencies are located. The Grids will be useful as a planning tool when constructing course outlines and writing lesson plans for each of the selected courses.

You may be interested in knowing that a number of the teachers who did field testing provided lists of Competencies for their administrators and supervisors. It was found that the Grids can be used to show how Home Economics programs can be accountable for the teaching of Basic Skills in Reading, Writing, and Mathematics.

Questions and Answers

Q. How do the Competencies listed on the Grids found in this publicaton differ from those in other Home Economics curriculum guides?

A. You will note as you read the Competencies, that they have been created by fusing Standards and Skills from the Minimum Student Performance Standards for Florida Schools, with Home Economics content in selected courses.

Q. What is the relationship between the Matrices for selected courses and the Competency Grids?

A. The Matrices show the Concepts and Subconcepts or content of the courses. They also indicate specific Standards and Skills selected for the content areas. The Competency Grids take the Matrices one step further by listing the actual Competencies that have been formed from the combination of content with Standards and Skills in Reading, Writing and Mathematics

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

WRITING
STANDARD G - The student will spell correctly.
SKILL 59 - Spell commonly used "consumer" words.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Clothing
4C. Comparison Shopping

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Spell consumer words related to comparison shopping.

T.P.O. Given a list of consumer words related to comparison shopping, spell each word correctly as it is called out orally, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Using the local newspaper clothing advertisements, work in small groups to compile a list of terms used in the advertisements. Use Instructional Aid 2, Consumer Spelling List as a key to check for terms overlooked. As a large group, combine lists and write definitions. The Consumer Spelling List, Instructional Aid 2, can be included.

Activity 3. Unscramble the terms and fill in the blanks on the Consumer Word Scramble Instructional Aid 3.
*NOTE FOR TEACHER: Instructional Aid 2 can be used for reference to assist students requiring more aid.

Activity 4. Develop your own shopping ad section of the newspaper using the terms from the class list compiled in Activity 2. Check "consumer" words on ads for spelling accuracy.

Activity 5. Complete the Post-test (Instructional Aid 1).

Standards and Skills

These are the minimum levels of competency in Reading, Writing, and Mathematics for grade eleven, as identified in Minimum Student Performance Standards for Florida Schools. With each Competency and set of Learning Activities you will be able to note the specific Standard and Skill being integrated into the course. These are easy to locate within the modules because they are boxed in by asterisks and they always appear in the upper right corner of the page. The letter and number next to each Standard and Skill refers to the letter and number used in the complete list of Reading, Writing, and Mathematics Standards and Skills as identified in the publication Minimum Student Performance Standards for Florida Schools. This publication appears in the Appendix of the Curriculum Guide.

Questions and Answers

Q. Why are the Standards and Skills so important in the use of the Curriculum Guide?

A. The Standards and Skills in Reading, Writing, and Mathematics are basic to planning Competencies, Terminal Performance Objectives, and Learning Activities that can be systematically integrated into Home Economics Courses.

Q. Were curriculum materials developed for all of the eleventh grade Standards and Skills?

A. The teachers and consultants who developed these materials used many, but not all of the 31 Standards and 103 Skills identified for the eleventh grade. You are encouraged to become aware of the Standards and Skills needing emphasis with your students. You can use the Steps in Developing Additional Basic Skills Modules described on page 31, to write additional curriculum materials which can be used with your students focusing on the Standards and Skills needing emphasis.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

****
* WRITING *
* STANDARD G - The student will spell correctly. *
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****

FLORIDA CURRICULUM FRAMEWORK

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Activity 5. Complete the Post-test (Instructional Aid 1).

Concepts and Subconcepts

The Concepts and Subconcepts selected for use in the Curriculum Guide are from the New Home Economics Curriculum Framework for Florida Schools and can be identified by the same numbers and letters used within the corresponding courses in the Consumer and Homemaking Program.

For Example: In the course Family Economics, the Concept 2.0 Money Management, and Subconcept 2A Income and Budgeting are the same in both the New Home Economics Curriculum Framework for Florida Schools and in the Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematics.

These Concepts and Subconcepts are essential in determining exactly where each Basic Skills Module fits into the scope and sequence of the course.

Questions and Answers

Q. Does the Curriculum Guide include modules for every Concept and Subconcept of the six selected courses?

A. Not all Concepts and Subconcepts from the six Consumer and Homemaking courses were included in the Curriculum Guide. The teachers and consultants who wrote the Guide selected a sample of Concepts and Subconcepts which could be most readily combined with the eleventh grade Standards and Skills to write the Competencies, Terminal Performance Objectives, Learning Activities, and Instructional Aids.

Q. What should I do if I emphasize a Concept for which no Basic Skills Modules were developed?

A. Continue to teach and emphasize Concepts in your units as planned, including the developed Basic Skills Modules where appropriate. In addition, you can use the steps in Developing Additional Basic Skills Modules page 31, to write materials integrating selected Basic Skills into the Concepts and Subconcepts you emphasize. However, it is important to realize that some Concepts and Subconcepts may not lend themselves to the integration of the Basic Standards and Skills.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

****
* WRITING *
* STANDARD G - The student will spell correctly. *
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FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Clothing
4C. Comparison Shopping

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Activity 2. Using the local newspaper clothing advertisements, work in small groups to compile a list of terms used in the advertisements. Use Instructional Aid 2, Consumer Spelling List as a key to check for terms overlooked. As a large group, combine lists and write definitions. The Consumer Spelling List, Instructional Aid 2, can be included.

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Activity 5. Complete the Post-test (Instructional Aid 1).

Competencies

These are identified as Target Basic Skills Areas Competencies because each Competency was developed by combining a selected Reading, Writing, or Mathematics Standard and Skill with a specific Concept and Subconcept in a selected course in the Consumer and Homemaking Program. The Basic Skills Competency, like any other, is a broad statement which includes the skills, knowledge, and/or attitudes necessary to perform a job or task.

Questions and Answers

Q. How can I use the Competencies?

A. The main purpose of the Competency statements is for teacher reference when planning units and lessons. These statements may be used as examples for the writing of additional Competencies to meet your students' needs. You can also provide other teachers, students, parents, and administrators a clear picture of how the Basic Skills are being integrated into the Home Economics Program.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

****
* WRITING *
* STANDARD G - The student will spell correctly. *
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LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Using the local newspaper clothing advertisements, work in small groups to compile a list of terms used in the advertisements. Use Instructional Aid 2, Consumer Spelling List as a key to check for terms overlooked. As a large group, combine lists and write definitions. The Consumer Spelling List, Instructional Aid 2, can be included.

Activity 3. Unscramble the terms and fill in the blanks on the Consumer Word Scramble Instructional Aid 3.
*NOTE FOR TEACHER: Instructional Aid 2 can be used for reference to assist students requiring more aid.

Activity 4. Develop your own shopping ad section of the newspaper using the terms from the class list compiled in Activity 2. Check "consumer" words on ads for spelling accuracy.

Activity 5. Complete the Post-test (Instructional Aid 1).

Terminal Performance Objectives (T.P.O.'s)

T.P.O.'s, as well as Competencies, integrate the Home Economics course Concept and Subconcept with a specific Reading, Writing, or Mathematics Standard and Skill. Each Terminal Performance Objective states the desired outcomes learners will demonstrate as a result of their involvement in the Learning Activities. Each Terminal Performance Objective includes the conditions, the behavior to be demonstrated, and a criterion referenced measure.

Questions and Answers

Q. How can I use Terminal Performance Objectives?

A. You can use Terminal Performance Objectives as measurable objectives for the series of Learning Activities planned for each Competency. Provide students with T.P.O.'s so they will know the performance for which they are being prepared and will be expected to do. You can alter or write additional T.P.O.'s to suit your class needs.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

****
* WRITING *
* STANDARD G - The student will spell correctly. *
* SKILL 59 - Spell commonly used "consumer" words. *
****

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Clothing
4C. Comparison Shopping

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Spell consumer words related to comparison shopping.

T.P.O. Given a list of consumer words related to comparison shopping, spell each word correctly as it is called out orally, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Using the local newspaper clothing advertisements, work in small groups to compile a list of terms used in the advertisements. Use Instructional Aid 2, Consumer Spelling List as a key to check for terms overlooked. As a large group, combine lists and write definitions. The Consumer Spelling List, Instructional Aid 2, can be included.

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Activity 4. Develop your own shopping ad section of the newspaper using the terms from the class list compiled in Activity 2. Check "consumer" words on ads for spelling accuracy.

Activity 5. Complete the Post-test (Instructional Aid 1).

Learning Activities

This section includes student directed individual and class Learning Activities which have been planned to meet the indicated Competencies. The activities are listed sequentially and are easily followed. You will note that the Pretest is always the first activity listed in the sequence and that the Post-test is always the last. The Learning Activities are an essential component in making these modules practical for classroom use. With a minimum amount of preparation time, you can strengthen student mastery of the Basic Skills.

Questions and Answers

Q. Should I use all of the Learning Activities exactly as they are listed?

A. The Learning Activities were planned to help the student achieve the Competency in each section. When you are using a series of Activities, you may wish to add to them or to modify them according to the individual needs of a student or class.

Q. Can the Learning Activities from one course be used for other courses?

A. Sometimes the Concepts and Subconcepts in one course are similar to the Concepts and Subconcepts of another.

For example: In the course Textiles and Clothing, Concept 1.0 Factors in Wardrobe Selection and Subconcept 1D Cost, are very similar to the Fundmentals of Homemaking, Concept 20.0 Factors Affecting Clothing Selection and Subconcept 20G Money.

Therefore, if you were teaching a course with similar Concepts and Subconcepts as a course for which Basic Skills Learning Activities were developed, you could use the set of Terminal Performance Objectives, Learning Activities, and Instructional Aids to integrate a Basic Skill into your course.

Q. How much time should I allow for each Learning Activity?

A. Based upon the abilities and needs of each individual or class, it is up to you to determine how much time and emphasis are required for each activity. The focus of the Learning Activities needs to be the achievement of stated Competencies and students' demonstration of these Competencies through the Terminal Performance Objectives.

COURSE: FAMILY ECONOMICS

Instructional Aid 3. Consumer Word Scramble

DIRECTIONS: In the advertisement below there are spaces for twelve consumer words. The letters of the terms are scrambled next to each space. Unscramble each term and correctly spell it in the space provided.

B. U. Young _____ (icos*unD) Store announces The Big Annual _____ (Canercela) Sale. We offer a large _____ (cletonise) of _____ (laquity) clothing for the entire family. Come in and see huge price _____ (onetricuds) on _____ _____ (dranb mean) children's wear and _____ (grabnai) prices on all _____ (reseding) suits and dresses. For your _____ (encivonnece) we will accept all major _____ (tridec) cards. Sorry, no _____ (alyawya) or _____ _____ (nira kcsech).

Instructional Aids

As a part of the systematic approach to integrating the Basic Skills into Home Economics, each section includes one or more Instructional Aids. These include the Pretests and Post-tests, the worksheets, the activity instructions, and the other pieces as specified in the Learning Activities section. Pretests and Post-tests will be discussed on page 25..

The Instructional Aids increase the modules' adaptability for classroom use. Because most are self-contained and self-explanatory, you can, with minimal preparation time, conduct an effective class and strengthen student mastery of the Basic Skills. Most of the Aids are suitable for individual or small group use.

You will note that each Instructional Aid is numbered and has an underlined title. The number and title are referred to in the Learning Activities section so you will know when and how to use each Instructional Aid. The Answer Key at the end of each course provides the correct responses to questions included in the Instructional Aids.

Questions and Answers

Q. Is it necessary to use the Instructional Aids just as they are?

A. Modification of Aids to more closely meet the needs, interest levels, and abilities of your students is always encouraged. However, when modifying an Aid, don't lose sight of the Basic Skills related Terminal Performance Objective towards which your students are working. Please note that some Aids may require updating from time to time.

For example: In the Course, Housing and Home Furnishings, as the housing market changes, and interest rates rise or fall, it may be necessary to update the formula used for determining the amount one should pay for a house.

Q. What other ways can I use the Instructional Aids?

A. Instructional Aids may be used to individualize assistance to students needing reinforcement or additional instruction in a specific Skill. Use the Aids as models when you are developing Additional Basic Skills related materials.

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Given below are definitions of "consumer" terms used in clothing advertising. Select the proper spelling for the word being defined and write the letter of the correct response in the space provided.

_____ 1. A sale, generally at reduced prices, to dispose of old or out-of-season merchandise.

a. cleerence
b. clearance
c. clearence
d. cleerinse
e. clearinse

_____ 2. Clothing acceptable only one time of the year; such as swimwear.

a. seesunel
b. seesonal
c. seasunnel
d. seasonle
e. seasonal

_____ 3. To reserve (or save) for the future at the store with a small deposit.

a. layway
b. awaylay
c. layaway
d. laway
e. layalway

_____ 4. A ticket given by the store when sales item is no longer available, thus allowing the consumer to purchase the item at a later date for the sale price.

a. rein check
b. rane check
c. rain chek
d. rain check
e. rainchek

_____ 5. A man-made fabric, constructed from polymer resins.

a. pollyaster
b. polliester
c. pollyester
d. polyester
e. poliester

Pretests and Post-tests

Within each group of Instructional Aids, a Pretest/Post-test is included. In most modules, these tests consist of five multiple choice questions. This type of test item is used to provide student practice in responding to the same type of question on the State Student Assessment Test administered at the eleventh grade level.

The Pretests and Post-tests will enable you and your students to evaluate their mastery of a specific Basic Skill within a course. They are not meant to be substituted for unit or concept tests, but are intended as pretest and post-test measures of a specific Basic Skills Area Competency. Answer Keys are provided for the tests at the end of each course.

Questions and Answers

Q. Is it necessary to use Pretests and Post-tests?

A. Yes. It is imperative that you use Pretests and Post-tests to systematically identify the status of the Basic Skills Achievement of your students. Students can use the Pretest status and Post-test accomplishment as a motivational factor.

Q. Why are the tests so short?

A. The Pretests/Post-tests are not meant to be used as a content area evaluation tool. They are to be used as a quick indicator of the students' mastery of a specific Basic Skill as it applies to the course Concepts and Subconcepts. If you wish to lengthen a given test to provide additonal feedback on the level of your students' mastery of a skill, then it is suggested that the Pretests/Post-tests provided be used as models for developing additional test items.

Q. How should I proceed with students who score 100% on a Pretest?

A. Many average to higher ability students will probably find the tests easy. This is because the State Standards and Skills for the eleventh grade are the established minimum competency levels. Use your own judgment in determining whether these students would benefit by continuing with the Learning Activities. It is suggested that students scoring less than 4 out of 5 items complete all of the related Learning Activities.

Q. How should I use these tests?

A. The tests can be photocopied just as they appear in the Curriculum Guide and distributed for student use. It was necessary for some of the longer tests to be typed on two pages. You have the option of reproducing these tests as they are or you can retype them on a legal size page. It would also be possible to reproduce on transparencies some of the tests, which do not require student calculation. As the test is projected students could record their answers on small cards or sheets of paper.

COURSE: HOUSING AND HOME FURNISHINGS

INSTRUCTIONAL RESOURCES

Publications

Career Education Center, Florida State University. Consumer Decisions, Housing and Insurance. Teacher Manual, Tallahassee, Florida: Department of Education, 1978.

Career Education Center, Florida State University. Games. Tallahassee, Florida: Department of Education, 1978 ("Rent or Buy Bingo", pp. 174-192).

Career Education Center, Florida State University. Housing Student Manual. Tallahassee, Florida: Department of Education, 1978.

Career Education Center, Florida State University. You, the Consumer. Tallahassee, Florida: Department of Education, 1978.

Changing Times Education Service. How To Buy A House In Five Easy Steps. Washington, D.C.: Editors Press, Inc., (Changing Times Education Service), 1973.

Changing Times Education Service. Should a Single Person Buy a House? Washington, D.C.: Editors Press, Inc., (Changing Times Education Service), 1972.

Changing Times Education Service. Where's the Best Place to Live? Washington, D.C.: Editors Press, Iec., (Changing Times Education Service), 1972.

Dewey, Margaret. Teaching Home Economics to Special Students. Portland, Maine: J. Weston Walch, Publisher, 1976.

Governor's Energy Office. South Florida Residential Energy Audit Workbook. Gainesville, Florida: University of Florida.

Harnson, Mary N. Landlords and Tenants: Rules and Regulations. Florida Cooperative Extension Service, Gainesville, Florida: University of Florida, EHE-504.

Instructional Resources

This section appears at the end of each course and includes those resources which could be used with that course when teaching the Basic Skills Related Competencies. This list provides suggestions for additional resources you may need. If a publication is specifically suggested for use in the Learning Activities, then the bibliographic information about that publication is listed in the Instructional Resources Section.

Questions and Answers

Q. Why were so few Instructional Resources referred to specifically in the Learning Activities?

A. The intent was to prevent these materials from being limited to specific publications which may not be available to all teachers. These materials are more readily usable because you have flexibility in the choice of books and audio/visuals.

SELECTED REFERENCES

Adams, Flowers, and Woods. Reading For Survival in Today's Society. Volumes I and II. Santa Monica, California: Goodyear Publishing Co., Inc., 1978.

Behrmann, Polly and Joan Millman. How Many Spoons Make A Family? San Rafael, California: Academic Therapy Publications, 1971.

Bloomer, Richard H. Skill Games To Teach Reading. Dansville, New York: Instructor Publications, Inc., 1973.

Bureloff, Morris. Contemporary Metric Shade-Ins-Intermediate. Englewood Cliffs, New Jersey: Prentice-Hall Learning Systems, Inc., 1976.

Cheyney, Arnold B. Teaching Reading Skills Through The Newspapers. Newark, Delaware: International Reading Association, 1971.

Cheyney, Arnold B. The Writing Corner. Santa Monica, California: Goodyear Publishing Co., Inc., 1979.

Cooper, Lee Ann and J. David Cooper. Reading Bulletin Boards. Dansville, New York: Instructor Publications, Inc., 1971.

Corle, Clyde G. Building Arithmetic Skills With Games. Dansville, New York: The Instructor Publications, Inc., 1973.

Criscuolo, Nicholas P. 100 Individualized Activities for Reading. Belmont, California: Fearon-Pitman Publishers, Inc., 1974.

Criscuolo, Nicholas P. 137 Activities for Reading Enrichment. Dansville, New York: The Instructor Publications, Inc., 1975.

Crossword Puzzles for Consumer Education. Tony, Wisconsin: Homemaking Research Laboratories, 1975.

Selected References (pp. 320)

This section is the compilation of many Basic Skills related publications that could be helpful to you as you integrate Reading, Writing, and Mathematics into Home Economics classes. Many of the references include worksheets, puzzles, games and other activities which can be used just as they appear. Others can be modified for your situation or provide ideas for creating your own Basic Skills related activities.

If you cannot find a publication in catalogs available to you or bookstores near you, then the publisher's address can be found in your library or bookstore references.

STEPS IN DEVELOPING

ADDITIONAL

BASIC SKILLS MODULES

STEP: I Identify the Course in which you plan to integrate the Basic Skills of Reading, Writing, and Mathematics.

Example: Housing and Home Furnishings

STEP: II Identify the Concept and Subconcept from the New Curriculum Framework for Home Economics in Florida

Example: 3.0 Selecting Housing
3A Types

STEP: III Identify the Reading, Writing, or Mathematics Standard and Skill to be integrated.

Example: WRITING

STANDARD C - The student will write a paragraph expressing ideas clearly.

SKILL 25 - Write a paragraph by giving information in support of one topic.

STEP: IV Develop the Basic Skills Area Competency. Refer to Competencies related to your selected Concept and Subconcept to use as a model.

Example: Competency 3.1 - Comprehends factors influencing housing selection.
(From: New Curriculum Framework for Home Economics in Florida)

Relate the selected Standard and Skill which you intend to integrate into the course of study. Now, change the subject area Competency to include the elements of the Standard and Skill. You should now have an integrated Competency which focuses on a Basic Skill, but utilizes Home Economics content to achieve this Competency.

Example: Basic Skills Area Competency - Writes paragraphs giving information about types of housing.

STEP: V Develop a Basic Skills Area Terminal Performance Objective (T.P.O.). The new Basic Skills Area Competency expresses the ability which students will achieve. The Terminal Performance Objective statement establishes a condition and states how students will demonstrate, through performance, the ability described in the Competency. Terminal Performance Objectives need to include desired outcomes and criterion referenced measures.

Example: Basic Skills Area T.P.O. - Given a description of different types of housing, write a paragraph giving information about one type. Paragraphs will be a minimum of 4 sentences in length and will include at least 5 points of accurate information about the type of housing selected.

STEP: VI Compile a series of Learning Activities which will provide opportunities for students to acquire the knowledge, skills, and/or attitudes specified in the Competency. A Pretest must be included as the first Learning Activity, and a Post-test as the last to provide a systematic method of measuring mastery of the selected Basic Skill.

Example:

LEARNING ACTIVITIES

1. Complete the Pretest, Instructional Aid 1.
2. As a class, brainstorm types of housing. List each type mentioned on the chalkboard.
3. In groups, use reference materials provided to look up facts about one type of housing listed on the chalkboard.
4. Listen to the teacher review of paragraph writing tips, or view a list provided on the chalkboard.
5. Complete Instructional Aid 2, Practice Writing a Paragraph on Prefabricated Houses.
6. Complete the Post-test, Instructional Aid 1.

STEP: VII Develop the Instruction Aids necessary for the completion of the Learning Activities. Instructional Aids include the Pretest/Post-test, worksheets, games, puzzles, or any other supplemental pieces needed. Two Instructional Aids need to be written for the example given under Learning Activities (STEP: VI). These will include the Pretest/Post-test and an activity sheet for writing a paragraph about prefabricated houses. This activity sheet could include a list of information about prefabricated houses that should be included in the paragraph. It could also include some paragraph writing suggestions.